

**Title**                      **Skills for a Lifetime\***  
**Subject**                **Developmental English**

**Content Standard – Writing.** Write for different audiences and purposes.  
 Demonstrate the ability to use writing to persuade, analyze, and transact business.

**National Career Development Guidelines Goal/Indicator**

Personal Social Development GOAL PS1. Develop understanding of yourself to build and maintain a positive self-concept.

Indicator PS1.K2. Identify your abilities, strengths, skills, and talents.

Indicator PS1.K3. Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

**Content Objective(s)**

1. Students will write a multiple-paragraph composition that demonstrates their ability to use writing to persuade.

**Career Development Objective(s)**

1. Students will identify several strengths and positive personal qualities.
2. Students will document skill(s) by giving examples of how they demonstrate at least one of the skills or positive personal qualities.

**Assessment**

1. Students will write a multiple-paragraph, persuasive composition designed to convince a perspective employer that they have a particular skill or positive personal quality.

**Preparation**

- Prior learning—Writing process instruction
- Handouts/worksheets—*Skills for a Lifetime* handout
- Resources/materials—Writing materials
- Time required—30 minutes to introduce the activity, 30 minutes for students to share their compositions, and home assignment (write composition)

**Procedures**

- This activity expands students' awareness of the employability skills they have. They will write a persuasive essay that documents a particular skill or positive personal quality.
- Brainstorm some qualities or skills that an employer might look for in a perspective employee.
- Use the *Skills for a Lifetime* handout to introduce students to skills and qualities employers look for in all workers.
- Have each student select one specific employability skill or positive personal quality he/she now has.
- Discuss the elements of a persuasive composition. How would students convince a potential employer that they would be a good worker?
- Have each student write a multiple-paragraph, persuasive composition designed to convince a prospective employer that he/she has a particular skill or positive personal quality that would make him/her a good employee.

**Follow-Up**

- Extend the discussion to make the point that documenting skills is a key aspect of writing an effective resume and being successful in a job interview.

**Key Employability Skills**

Communication skills—Writing

Creative thinking—Generates new ideas

Self-esteem—Believes in own self-worth and maintains a positive view of self

\* Adapted from *Career Development Tool Kit*, Linda Kobylarz & Associates, 2000. Used with permission.